English

Primary 5

2025/2026

Term 1

"تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب ، بكل الحب إلى الأطفال والأسرفي جمهورية مصر العربية."

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education
New Administrative Capital
Cairo, Egypt

Name : ....

Class : ....

School : ....

A MESSAGE FROM
THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 5 Framework for Egyptian Learners.* This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education:

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 5 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- **Culturally Relevant Stories:** Each unit features engaging fables inspired by Middle Eastern folklore, designed to resonate with students' cultural backgrounds while imparting valuable moral lessons.
- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:

  Listening and Speaking: Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.

  Reading and Phonics: Phonics exercises and reading activities develop students' ability to decode and comprehend written English.

  Writing and Vocabulary: Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.

  Cultural Integration: Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.

- **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence:

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

Join Us in Shaping the Future:

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education

Unit 1 Food, Nature, and Culture

Learning Outcomes

Speaking

- Ask and answer questions about the Nile River and the hot desert
- Use new vocabulary related to life in the Nile River and the hot desert
- Recognize and repeat consonant clusters in common words

Listening

- Identify new vocabulary related to life in the Nile River
- Answer comprehension questions based on a listening text about life in the Nile River

Reading

- Discuss the moral of a short story
- Identify the sequence of events and the end in a story
- Reorder the steps of an Egyptian food recipe

Writing

- Complete sentences using the adverbs of frequency
- Write a recipe using sequence words
- Make a flyer about your favorite restaurant

Lesson 1

Life Along The Nile

Group Work Activity

1 What did you do in your summer vacation?

Pair Work

Work with your classmates from Grade 6

2 Match the words to the pictures.

1. crocodile
2. The Nile River
3. hunt
4. water weeds

3 Listen, look, and repeat.

hunt

crocodile

water weeds

The Nile River

insects

4 Listen and read.

Ahmed and Laila are talking about life in the Nile River.

Ahmed : Look at the small fish in the **Nile River!** They are so colorful.
Laila : Yes! Do you know that **small fish** eat plants in the water? These are called water weeds.
Ahmed : That's interesting! What about **birds**–what do they eat?

Laila : Birds eat small fish, **insects,** and even **plants** near the river.
Ahmed : Wow! What about **big fish**?
Laila : They eat smaller fish, insects, and tiny creatures in the water.
Ahmed : And **crocodiles**–what do they eat?
Laila : They eat fish, birds, and sometimes **larger animals** that come near the water.
Ahmed : Huge crocodiles are scary! Do any animals hunt them?
Laila : Not really–they are the **kings of the Nile**!
Ahmed : It's amazing how all animals in the river find food to **survive**.
Laila : Each animal plays an important **role**–that's why we must **protect** the river.

5 Read and complete the text with the words in the box.

Crocodiles – Nile – hunt – insects – water weeds

There are many rivers around the world. The (1) .... is one of the longest rivers in the world. It is home to many different animals. (2) .... are strong and dangerous. They (3) .... large animals in or near the water. Small fish in the river eat (4) .... Birds eat (5) .... , small fish, and plants near the river.

6 Listen again and answer.

1. What do small fish look like?

....

2. What do crocodiles eat?

....

3. Which animals eat both plants and insects in the river?

....

4. Why do we need to protect the Nile River?

....

7 Read and write T (True) or F (False).

1. Crocodiles are hunted by many animals. (   )
2. The Nile River is not important for both animals and people. (   )
3. Small fish in the Nile River eat water weeds. (   )
4. Crocodiles are the kings of the Nile River. (   )
5. Big fish in the Nile River eat big animals. (   )

Closing Activity

8 Read and Complete from the box

(buy - touch - eat)

1. We _______ souvenirs from Khan El Khalili.
2. I _______ with my hands.
3. Crocodiles _______ fish.

Lesson 2 Food in the Hot Desert

Group Work Activity

1 Name 3 things you do before you go to bed.

1. ------------------------------------- .
2. ------------------------------------- .
3. -------------------------------------.

Pair Work

Work with your classmates from Grade 6

2 **Discuss with your classmates.**

What animals can live in the desert?

Think

How can humans live in the desert?

3 **Read and check (✔).**

What animals do you think live in the desert?

a. Lions, elephants, and giraffes ☐

b. Camels, snakes, and foxes ☐

c. Fish, crocodiles, and turtles ☐

Animals in the Desert

The desert is hot and dry, but many animals live there. Snakes often eat small animals like rats or lizards. Camels live in the desert, too. They eat plants to stay strong. Lizards eat insects, which give them energy. Some animals hide under rocks to stay cool during the day. Others, like owls, come out at night when it is cooler. Each animal has an important role in the desert. They help nature stay in balance.

4 Choose the correct answer from a, b, c, or d.

1. Snakes often eat small animals, like .... or lizards.
a. rats **b.** hippos **c.** camels **d.** lions

2. Camels eat ....
a. plants **b.** insects **c.** birds **d.** lizards

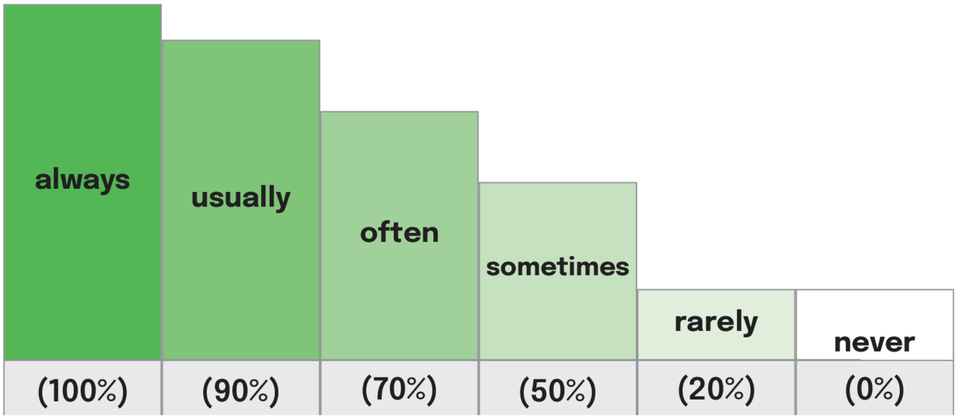
3. Insects give lizards ....
a. water **b.** energy **c.** food **d.** home

4. Each animal in the desert has an .... role to play.
a. simple **b.** easy **c.** important **d.** hard

Language in use

Adverbs of Frequency

We use adverbs of frequency to talk about how often something happens.



The adverbs come before the main verb like (eat, play, go) and after the verb "to be" like (am, is, are).

Examples:

Snakes **never** eat plants.

Lizards are **sometimes** dangerous.

5 Put the words in the correct order to form sentences.

1. animals / Desert / food. / rarely / find / ....

2. always / Camels / store / bodies. / their / water / in / ....

6 Look and complete with the correct adverb of frequency.

1

90%

Camels .... eat grass.

2

70%

Snakes .... eat small animals like rats or lizards.

Closing Activity

7 Circle the correct verb in each sentence

1. The park (have / has) many kinds of animals and plants.
2. She always (take / takes) photos of nature.
3. Bedouins (lives / live) near Ras Mohamed.
4. The Red Sea (contains / contain) many colorful fish.
5. Tourists (go / going) diving and swimming in Ras Mohamed.

Lesson 3

Pronunciation

Group Work Activity

1 What is your favorite place?

Pair Work

Work with your classmates from Grade 6

2 Read and answer the questions

1. Do you live in a village or a city ?
2. What do people there do every day?

3 Read and learn.

A **consonant cluster** is a sequence of two or more consonant sounds without vowels, such as **str-** in strong or **bl-** in black. They can appear at the beginning, middle, or end of words.

Examples: **tree, branches, crocodiles , spring**

4 Listen, look, and circle the correct word.

1
pant - plant

2
tuck - truck

3
drink - ink

4
black - back

5
bee - tree

6
crops - cups

The Giving Tree

5 Listen and read.

Once upon a time, there was a boy named Tom who loved a big, strong apple tree in his garden. Tom used the tree for everything. He made **crowns** from its leaves and ate its delicious apples. He rested in its **shade** and climbed its **trunk** with his friends. But Tom never thought about the tree's feelings or needs. He rarely gave it food or water.

Tom traveled to another place. Years passed and Tom came back home.

The tree looked sad. Its leaves **bent**, and its **branches** were weak. When Tom saw the tree, he realized that he had been **selfish**.

Tom started to **care for** the tree, watering it, and protecting it from the sun. Slowly, the tree began to become better.

Tom learned that taking care of something meant giving back, and he and the tree became the best of friends.

6 Choose the correct answer from a, b, c or d.

1. The queen wore a shiny gold .... at the ceremony.

a. shade **b.** crown **c.** branch **d.** sail

2. We sat under the tree to rest in the .... on a hot day.

a. crown **b.** sail **c.** shade **d.** branch

3. Omar was so .... He didn't want to give his toys to anyone.

a. careful **b.** selfish **c.** old **d.** cold

4. A bird built a nest on a high .... of the tree.

a. crown **b.** shade **c.** sail **d.** branch

7 Look at the words in bold. Match the words to their meanings.

1 **crown**	a. the main, thick part of a tree supporting its branches and leaves
2 **care for**	b. caring for oneself only
3 **shade**	c. a part that grows out from a tree's trunk, where leaves grow
4 **trunk**	d. a dark shadow created when sunlight is blocked by something
5 **branch**	e. to show interest and concern for something
6 **selfish**	f. a special hat worn by kings or queens

Closing Activity

8 Rearrange the words to make sentences

1. was - Goha - hungry. - very ....
2. eats - food. - He - healthy ....
3. crops. - The - harvest - farmers ....

Lesson 4

Writing
Let's Make a Recipe!

Group Work Activity

1 What is your favorite healthy food?

Pair Work
Work with your classmates from Grade 6

2 Look and put your daily school routine in order

1
take out books

2
salute the flag

3
pack schoolbag

4
play in the playground

3 Read the text.

My Favorite Egyptian Food

Ingredients

Main Ingredients:
- 2 cups white rice
- 1 cup brown lentils
- 2 cups small pasta
- 1½ cups cooked chickpeas

Crispy onions:
- 3 large sliced onions
- 1 cup vegetable oil for frying

Sauces:
- Red sauce
- Spicy tomato sauce
- Dakka sauce

Koshari is a tasty Egyptian meal with many simple ingredients in one bowl. **First**, you need to cook rice in a pot with water. In another pot, prepare small pasta. **Then**, boil **lentils** in water. For the red sauce, fry some chopped garlic in oil, add tomato sauce, vinegar, and some spices.

You also need to make crispy onions. **First**, cut them into thin slices. **Next**, fry them in oil until they turn brown and crunchy. **After that**, put the rice in a bowl and add the pasta and lentils on top. **Then**, add some chickpeas.

Finally, pour the red sauce all over it, and put the crispy onions on top. There are two more sauces you can add for more **flavor**. One is a spicy tomato sauce, and the other is *Dakka* which is made with garlic and vinegar. This mix of foods makes Koshari very yummy. Koshari is a traditional Egyptian food.

Tip!

When writing a recipe, organize the steps using *sequence* words like:

First, ... Then, ... After that, ..., Next,... Finally,....

4 Let's practice sequence words using the Koshari recipe. Number the steps, then add the correct sequence word.

a. ...., make crispy onions: cut them into thin pieces and fry them. ☐

b. ...., pour the red sauce all over it, and put the crispy onions on top. ☐

c. ...., cook rice in a pot and pasta in another pot. Then boil lentils. 1

d. ...., add spicy sauce at the end. ☐

e. ...., put the rice in a bowl and add the pasta and lentils on top. ☐

f. ...., fry some chopped garlic in oil and add tomato sauce. ☐

5 Write a short paragraph explaining how to make your favorite food.

It can be something simple like a sandwich, salad, or difficult like Basbousa.

Instructions

1. **Choose your favorite food.**
2. **Think about how it's made.**

   What happens first? What comes next?
3. **Use sequencing words to organize your steps.**
4. **Write (30-40) words showing the steps.**
5. **Add a title: "How to Make (Your food name)"**
6. **Glue or draw a picture of your favorite food.**

First, ...

....

....

....

....

....

My Favorite Food

	Yes	No
I chose one favorite food.	☐	☐
I gave my writing a clear title.	☐	☐
I used sequencing words.	☐	☐
I wrote clear and complete sentences.	☐	☐
I checked my spelling.	☐	☐

Closing Activity

6 Write about three healthy habits you do daily.

1. ....

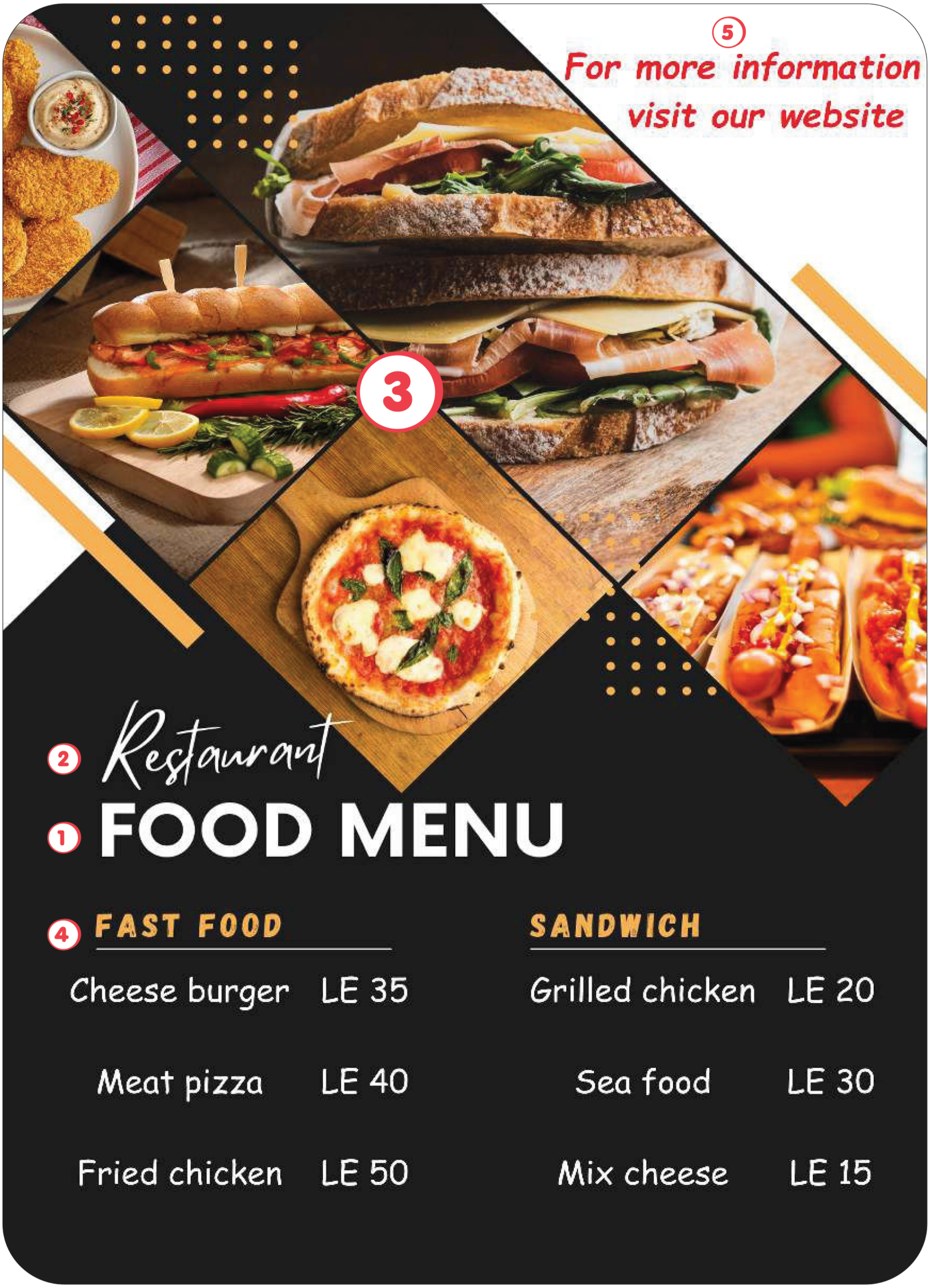
2. ....

3. ....

Lesson 5

Think and Create
A Flyer

1 Look at the restaurant flyer below.



Let's Make a Flyer!

2 When you make a flyer, make sure to ...

Tip!

Remember...

① A **main heading** is the big title.

② A **sub-heading** is the smaller title.

③ An **image** is a photo or drawing.

④ A **menu** attracts customers.

⑤ A **call to action** is an invitation.

3 Make your flyer on the next page and then ask a classmate for their feedback. *Did they like it?*

1 star = poor
2 stars = fair
3 stars = good
4 stars = very good
5 stars = excellent

☆☆☆☆☆

....

Unit 2 My Community

Learning Outcomes

Speaking
- Identify different places in the community
- Ask and answer questions about favorite places
- Identify trigraph sounds in spoken words

Listening
- Identify specific places by listening to descriptive passages.
- Identify vocabulary related to places in the community

Reading
- Demonstrate understanding of texts about village life and new city developments
- Demonstrate understanding of word problems

Writing
- Write a first person narrative describing a place or experience using clear structure, personal voice, and descriptive language
- Use prepositions of time in context

Lesson 1 Places in Our Community

Group Work Activity

1 What can we do to make our community a happier place?

Pair Work Work with your classmates from Grade 6

2 Think and answer

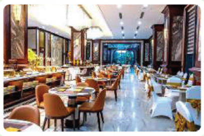
What jobs do you think communities will need in the future?

3 Listen, look, and repeat.

supermarket

club

theme park


restaurant

coffee shop

bakery

Let's Go Out!

4 Listen and read.

Tamer and Adel talk about places in their neighborhood.

Tamer: Where do you like to go in your **neighborhood?**

Adel: I like going to the **club** to play sports, video games, and hang out with my friends. What about you?

Tamer: I usually go to the **supermarket** with my family. We have fun picking out groceries together.

Adel: That sounds nice! Where do you go when you're hungry?

Tamer: We often go to **restaurants** for dinner. My family likes to try different places every weekend.

Adel: That's cool! Personally, I like going to the **coffee shop** for coffee and cake. It's so relaxing.

Tamer: Listen, I want to get some fresh bread from the **bakery** near the park. Do you want to come with me?

Adel: Oh yes! I always buy a few loaves when I'm near there. Their bread is the best.

Tamer: Let's go this afternoon.

Adel: Great idea!

5 Listen again and answer.

1. What does Adel do at the club with his friends?
....
2. Where does Tamer usually go for dinner?
....
3. What does Adel like to have at the coffee shop?
....
4. When do Tamer and Adel plan to visit the bakery together?
....

Think

How do the places we visit help us connect with others?

6 Read and complete the sentences using the words in the box.

bakery - restaurant - club - coffee shop - theme park - supermarket

1. At the ...., you can go on rides.
2. If you want to buy groceries, go to the ....
3. The .... is a fun place to play sports.
4. I go to the .... to eat dinner.
5. You can buy bread and cakes at the ....
6. People relax and drink coffee at the ....

7 Read and circle the correct choice.

1. I go to the coffee shop/theme park for coffee and cake.
2. The waiter brought us a healthy meal at the supermarket/restaurant.
3. I love the smell of fresh bread when I pass by the bakery/club.

Closing Activity

8 Discuss with your classmates

* What do you do to help your community?

Lesson 2

Egyptian Villages

Group Work Activity

Discuss with your classmates

1 What is your favorite place to visit in your community & why?

Pair Work

Work with your classmates from Grade 6

2 Look at the picture, then answer the questions.

1. What problem do you see in this picture?
2. What can you do to solve this problem?

3 Read the text.

Life in My Village

I live in a small **village** with green **fields**, tall trees, and quiet hills. The people are friendly, and the village is full of life.

My family and I live in a cozy **cottage** near the **community center**. Every morning, I hear birds singing and see farmers working in the fields. The air is fresh, and everything feels calm.

The **main square** is the busiest place. On Saturdays, people meet there to shop at the market.

Farmers keep animals like cows, sheep, and chickens in the **barns**. I visit my uncle's barn to help feed the animals. The community center is a fun place. I meet my friends and play games there every Thursday.

At night, the village is quiet. I walk near the fields and look at the stars.

I love my village. It is a happy place to live.

Language in use

Prepositions of Time

We use "at" with *clock times*, *mealtimes*, and some *time phrases*.

Examples:

- I get up **at** **6 a.m.** every day.
- The coffee shop is very busy **at** **lunchtime**.
- **At** **night**, the village is calm and quiet.

We use "in" with parts of the day, months, seasons, and years.

Examples:

- I liked visiting my uncle **in** the **afternoons**.
- The weather is hot **in** **summer**.
- I moved to Alexandria **in** **2020**.
- **In** **December**, the weather is cold.

We use "on" with *days* and *dates*.

Examples:

- **On** **Saturdays**, everyone gathers in the community center.
- My birthday is **on** **June 8th**.

4 Read and circle the correct prepositions of time.

I really like Fridays. **In/On** Fridays, I have breakfast with my family **in/at** the morning. Then, I meet my friends at the club **in/at** lunchtime. We usually play football **at/on** 5 p.m. I see them more **in/on** summer. I go to the beach **at/in** July and celebrate my birthday **on/in** August 14th.

5 Look and write.

~~field~~ - cottage - community center - barn - main square

1
field

2
....

3
....

4
....

5
....

6 Answer the following questions.

1. What is the busiest part of the village?

....

2. What is the village like at night?

....

3. Name two animals that you can find in village barns.

....

4. Do you think village life is better than city life? Why or why not?

....

5. What activities would you enjoy doing in this village?

....

Closing Activity

7 Think and discuss. Work with your classmate to find solutions for these problems

* What problems do you see around you?
* What can you do to help solve them?

Lesson 3 Pronunciation

Group Work Activity

1 Read and sort the words.

forest - violin - flag - vest

/f/	/v/
....	....

Pair Work

Work with your classmates from Grade 6

2 Look at the picture. Then answer.

1. What can you see in the picture?
2. How do you feel about it?

3 Read and learn.

A trigraph is a group of three letters that represents a single sound.

The trigraph "dge" sounds like "j".

Example: "bridge" is pronounced "brij"

The trigraph "tch" sounds like "ch"

Example: "match" is pronounced "mach"

The trigraph "igh" sounds like "i"

Example: "right" is pronounced "rite"

4 Listen, look, and fill in the missing trigraph.

igh - dge - tch

4 fl - - - t

5 fri - - -

6 wa - - -

1 bri - - -

2 ma - - -

3 r - - - t

5 **Listen and circle the word that has the trigraph you hear.**

1. flight – near – witch
2. bright – pure – fridge
3. chair – fair – watch

Closing Activity

6 Circle the odd word out

1- play - clean - sleep - sugar

2- milk - rice - oil - water

3- rose - weak - bright - nice

Lesson 4

Writing
The New Administrative Capital

Group Work Activity

1 Rearrange the words to make sentences.

1.supermarket - is - The - big.

2.play - school. - I - after

3.fix - my - computer. - I - can

Pair Work

Work with your classmates from Grade 6

2 Think and answer.

What do you want to be when you grow up?

3 Think and answer.

Why do you think Egypt is building new cities?

Egypt's New City

Egypt builds new cities almost everywhere. My family and I live in the New Administrative Capital, 45 km east of Cairo. It's a new city that helps **reduce crowding** in Cairo. The city is designed to be very **smart**. Modern technology is used to manage roads, water, energy, and almost everything.

The city has green areas everywhere. It has also **government** offices and important buildings. The city where I live has the tallest building in Africa, the **Iconic Tower**, and a new airport!
The Iconic Tower is 385 meters high and has 80 floors. It is made of strong glass and **steel**. From the top, I can see the whole city!
People here can find great jobs and have a peaceful life. It is my favorite city in Egypt.

Tip!

Writing a Narrative Text in the First Person

1. **First Person** :Use "I", "me", "my"
2. **Setting** : Where is your story happening?
3. **Goal Setting** : What do you want to do?
4. **Description** : Use the 5 senses and other adjectives.
5. **Ending** : How does the story finish?

The word "narrative" comes from *"narration"* or *"telling a story"*. But, don't forget that a good story is one that readers can see in their minds (imagine). Good writers use a lot of description to do this.

4 Read, think, and answer.

1. Where is the New Administrative Capital located?
2. How does it help Egypt?
3. What is modern technology used for?
4. How tall is the Iconic Tower?

5 Complete using the words in bold on the previous page.

1. The city is very .... It uses technology everywhere.
2. Builders often use strong .... to build towers.
3. We try to .... crowding to keep us safe, healthy, and comfortable.

6 On the next page, write a narrative text about a city/village that you like.

Title: ....

Introduction: Write and describe your city/village.

....

....

....

....

....

Paragraph 1: Write about why it's so great.

....

....

....

....

....

Paragraph 2: Add other details and descriptions.

....

....

....

....

....

Conclusion: Write about why it's your favorite place in Egypt.

-End-

Closing Activity

7 Draw the city / village you live in

Let's Draw!

Lesson 5

Think and Create

Research

Learn!

Why Do We Research Anything?

That's easy! We research to learn something new–something we didn't know before.

Steps

Look at the model, below.

Here are four easy steps to get you started.	Example
1. Pick a topic.	1. The Pyramids.
2. Ask a question (?)	2. When were they built?
3. Look for information.	3. Built between 2600 and 2500 BC, in Giza. Khofu, Khafre, Menkaure.
4. Organize what you find.	4. List the information in complete sentences.

1 Now, it's your turn. Research: The Platypus.

My Research

Topic : The Platypus

Ask a question : ....

Look for information : ....

....

....

Organize what you find: *(What new thing did you learn?)* ....

....

....

....

....

Unit 3 My Healthy Body

Learning Outcomes

Speaking

- Ask and answer questions about healthy habits
- Talk about personal healthy habits
- Recognize and repeat one-syllable words

Listening

- Identify and understand vocabulary related to the health
- Listen to a dialog and answer comprehension questions

Reading

- Answer questions related to a text on healthy habits
- Discuss healthy habits based on the reading text

Writing

- Distinguish between countable and uncountable nouns, and apply the correct determiners in context
- Write sentences on how to stay healthy
- Write a paragraph about a healthcare giver

Lesson 1 Sports for Better Health

Group Work Activity

1 Read, guess, and write

1. I'm tall and have a long neck.
I eat leaves from trees up high.
What am I? ....

2. I'm big & round
I'm black and white.
What am I? ....

Pair Work Work with your classmates from Grade 6.

2 Read and answer.

How do you take care of your health?

3 Listen and read.

"Fit, Fast, and Feeling Good"

Mazen: Mom, why is it important to play **sports**?
Mom: Well, sports help us stay healthy and make our bodies stronger.
Mazen: Oh! So if I play **football**, will I be stronger?
Mom: Yes, it makes your **heart** strong and helps your **muscles** grow. It also **increases energy**.
Mazen: What about **swimming**?
Mom: Swimming is very good, too! It makes your **lungs** strong. In fact, it helps your whole body.
Mazen: Good, but sometimes I get **tired** when I play sports.
Mom: That's normal. Try eating some fruit before you exercise to give you more energy.
Mazen: Alright. Sports make us **fit** too, right?
Mom: Exactly! **Exercise** helps you lose weight and makes your bones stronger.
Mazen: What about our **mental health**? Can sports help us with that?
Mom: Absolutely! **Exercising regularly** helps you **sleep better** and **reduces stress**.
Mazen: That's great! I think I will play sports more regularly.
Mom: How about going for a walk together?
Mazen: Now? Sure! I want to be healthy.

4 Listen again and answer.

1. How does **football** make you stronger?

....

2. What should you do if you feel **tired** while playing sports?

....

3. Why is **exercising regularly** important?

....

4. How does **swimming** help the body?

....

5 Match the words to their definitions.

1 **fit**	a. how you feel and think
2 **mental health**	b. the parts of your body that help you move
3 **stressed**	c. the organs in your chest that help you breathe
4 **lungs**	d. feeling unhappy or tired
5 **muscles**	e. being healthy and strong because you exercise

6 Read and discuss with your partner.

1. **What sport do you want to play to make yourself stronger?**
2. **Why is it important for you to stay healthy?**

Closing Activity

7 Read and answer.

An old lion in a forest pretends to be sick to trick animals, but a wise fox stays safe by learning from the mistakes of others.

1. What is the setting?
2. What does the word "pretend" mean?
3. Underline the phrase that shows the moral.

Lesson 2 My Habits: Then and Now

Group Work Activity

1 Name 3 activities you do after school.

Pair Work Work with your classmates from Grade 6.

2 Read and check (✔).

What is the best way to stay healthy?

a. Eating chips and burgers. ☐

b. Watching TV all day. ☐

c. Doing some sports. ☐

Language in use

Using a/an/some/any

We use **(a)** before *singular countable nouns* starting with a consonant sound.

Example: I eat **a** banana every day.

We use **(an)** before *singular countable nouns* starting with a vowel sound.

Example: She eats **an** egg in the morning.

We use **(some)** with *plural countable nouns* or *uncountable nouns* in affirmative sentences.

Examples: I have **some** apples. She drank **some** water.

We use **(any)** with *plural countable nouns* or *uncountable nouns* in negative sentences and questions.

Examples: There aren't **any** apples left. Do you have **any** water?

3 Read the text.

Adam's Journey to a Healthier Life

Hello! I'm Adam, and I'd like to share how my **habits** have changed. In the **past,** I **woke up late** on weekends and **didn't exercise** much. **Now, I wake up early** and **exercise** every morning–it makes me feel strong and happy.

I used to watch TV all day, but **now I play football** with friends every Saturday. Before, I loved chips, burgers, and sweets. **Now, I eat more fruits and vegetables,** which give me important **vitamins.**

My favorite snacks are apples, bananas, and carrots. And I drink **water** instead of **soda.**

My family's habits changed too–we grill or bake food instead of frying like we used to do in the **past, and we eat dinner early,** followed by a walk. These changes give me more energy and help me feel better. Have you changed your habits too?

4 Read and write T (True) or F (False).

1. Adam exercised a lot in the past. (   )
2. Adam eats more fruits and vegetables now. (   )
3. In the past, Adam woke up early on weekends. (   )
4. Adam's family now eats dinner early and goes for a walk. (   )

5 Read and correct the mistake.

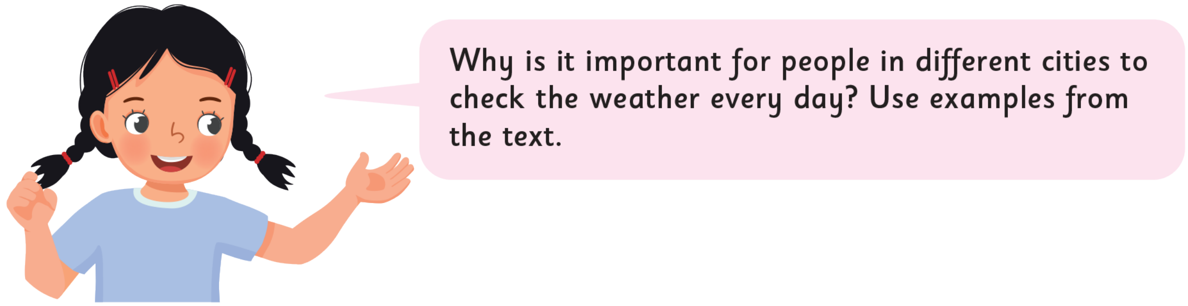
1. I have **an** watermelon. (.......a.......)
2. There is **any** milk in the fridge. (..............)
3. She ate **a** apple yesterday. (..............)
4. I don't have **some** food at home. (..............)

6 Read and correct the mistake.

1. I have **an** watermelon. (.........a.........)
2. There is **any** milk in the fridge. (..............................)
3. She ate **a** apple yesterday. (..............................)
4. I don't have **some** food at home. (..............................)

Closing Activity

7 Discuss in groups.



Lesson 3

Heart and Blood

Group Work Activity

1 Listen, read, and sort the following.

restaurant

theme park

club

coffee shop

Places for Food and Drink	Places for Play
....	....

Pair Work Work with your classmates from Grade 6.

2 Unscramble and write

f - l - ea
leaf

d - ee - f
....

t - o - p
....

f - l - g - a
....

3 Read the text.

Our Body's Super Pump!

We have an amazing body. The **heart** is one of the most important **organs** of our body. It is about the size of your **fist**. The heart's job is to **pump blood** to all parts of the body.

Blood carries **oxygen** and **nutrients** to every cell. It also takes away waste like **carbon dioxide**. The heart pumps blood through **blood vessels**, which are like small tubes.

The heart is a strong **muscle** that keeps us alive. Too much **stress** can **hurt** your heart, so it's important to keep it healthy. You can take care of your heart by eating good food, sleeping well, and drinking a lot of water.

Also, **exercise** helps your heart pump better and keeps you from getting sick. If you follow these tips, your heart will stay strong. It may be small, but it is very powerful!

Lesson 3

4 Match the words to their definitions.

1 organ	a. tubes that carry blood through the body
2 blood vessels	b. substances that give us energy and help our bodies grow.
3 fist	c. a body part that does a job
4 oxygen	d. a gas that we breathe
5 nutrients	e. a hand when it is tightly closed

5 Read and write T (True) or F (False).

1. The heart is about the size of your fist. ( )
2. Blood carries waste products like carbon dioxide. ( )
3. Water is bad for the heart. ( )
4. Blood vessels are like large tubes. ( )

6 Work in groups. Explain.

How do good habits protect our hearts?

Share your ideas with the class.

....

....

....

Closing Activity

7 Unscramble and write

w-a-r-d

....

I-y-p-a

....

t-m-i-n

....

Lesson 4

Writing
Life Savers in Action

Group Work Activity

1 Write 3 sentences about this picture.

1-..
2- ....
3- ....

Pair Work
Work with your classmates from Grade 6.

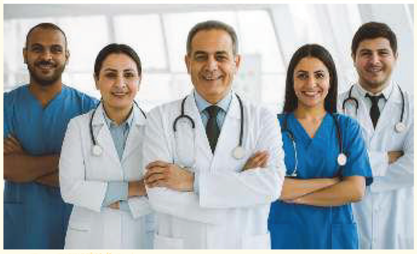
Write 5 sentences about the Nile River

1-..
2- ....
3- ....
4- ....
5- ....

3 Read and review your answers.

Healthcare Heroes

Healthcare workers–like doctors, nurses, pharmacists, and paramedics are real-life heroes who spend their lives helping others. They work day and night to keep people healthy and treat illnesses. **Doctors** use their knowledge and skills to check patients, **diagnose** diseases, and provide treatments. Nurses often work around the clock to give support and care for patients.



Pharmacists play a very important role, too. They make sure patients receive the correct medicine and give advice on how to use it safely. **Paramedics** respond quickly in emergencies. They give help on the spot and take patients safely to hospitals.

Healthcare workers also help us live healthier lives as they encourage us to eat healthy meals, stay active, play sports, and stop harmful habits. These heroes work long hours with kindness. We should thank them by caring for our health and showing them respect. Healthcare workers are really our everyday heroes!

4 Choose the correct answer from a, b, c or d.

1. To work **around the clock** means ....
   - **a.** to work in a room with a clock
   - **b.** to work for long hours without much rest
   - **c.** to work while watching a clock
   - **d.** all workers must wear a watch

2. To give help **on the spot** means ....
   - **a.** to help immediately
   - **b.** to help after a long time
   - **c.** to help only if asked
   - **d.** to help with advice on medicine

3. To **diagnose** means ....
   - **a.** to treat patients
   - **b.** to identify the cause of a problem or illness
   - **c.** to identify the emergency
   - **d.** to transport patients

5 Think and answer. How do you take care of your family when they are sick?

1. Who are the healthcare workers mentioned as everyday heroes?

   ....

2. What do doctors do to help patients stay healthy?

   ....

3. When do paramedics provide urgent help to patients?

   ....

4. Why should we thank healthcare workers, according to the text?

   ....

Tip!

When you write a non-fiction text, ask yourself:

Is the information true?
Did I make anything up?
Is my source reliable?

Non-Fiction writing should include:

An introductory sentence, like *"My neighbor, Selim, is a doctor at our local hospital."*

Details that are all true, like *"He wears a white coat and carries a stethoscope around his neck."*

Adjectives, like *"white", "big", "kind".*

A closing sentence, like *"The work is tiring, but he's proud to be a doctor."*

6 **Write your text on the following page. Then, exchange it with a classmate and ask for their feedback. *Did they like it?***

1 star = poor
2 stars = fair
3 stars = good
4 stars = very good
5 stars = excellent

☆☆☆☆☆

....

Title: ....

Introduction: Which healthcare worker did you choose?

....

....

....

Body: Write about why their role is important.

....

....

....

....

....

Conclusion: Write a closing statement about how we can thank them.

....

....

....

....

....

Closing Activity

7 Reorder the pictures to make a story

(.........)

(.........)

(.........)

(.........)

Lesson 5

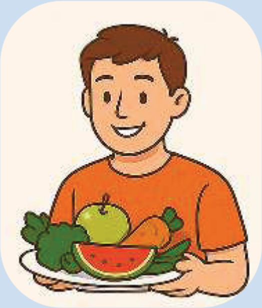
Think and Create
A Poster

1 Create a poster about six healthy habits

Stay Healthy!

1

Wash your hands before and after eating

2

Eat fruits and vegetables regularly

3

Drink enough water daily

4

Exercise regularly

5

Sleep early and get enough rest

6

Brush your teeth daily with toothpaste

Tip!

The Elements of a Good Poster are...

1. A clear Title (to grab the attention)
2. Organized Steps (to explain)
3. Photos or drawings (to illustrate)

2 Now, work in groups to make your own poster about: Healthy Habits

Unit 4

When Nature Changes

Learning Outcomes

Speaking

- Describe different weather conditions
- Talk about past events using the past simple tense
- Recognize and repeat vowel digraph in common words

Listening

- Answer questions based on conversations about environmental changes
- Identify vocabulary related to weather in a listening text

Reading

- Answer comprehension questions on extreme weather conditions
- Identify elements (characters and moral) in a fictional story

Writing

- Complete sentences using the past simple tense correctly
- Write a fiction story

Lesson 1 Weather Wonders and Warnings!

Group Work Activity

1 Read and Complete with a/an

1- I bought ______ green notebook.

2- They played with ______ orange ball.

Pair Work Work with your classmates.

2 Look at the picture and answer.

Is it safe to go outside in this weather? Why?

3 Listen, look, and repeat.

thunderstorm

sandstorm

flood

drought

wildfire

heat wave

When Nature Strikes!

4 Listen and read.

Mazen and Dina are talking about extreme weather.

Mazen : Dina, did you hear about the **flood** in our city last week? It was terrible.

Dina : Yes, Mazen! I saw it on the news. The water covered the streets, and many cars got **stuck**. It looked scary.

Mazen : Yes, my uncle's house was **damaged**. The water flooded his living room, and he had to stay with us for a few days.

Dina : That's so sad. I hope he's okay now. Floods are terrible. And now there's a **drought** – **no rain** in China for months! Farmers can't grow crops because there's no water.

Mazen : Yes, droughts are awful! The land gets so dry that animals can't find water. And I heard that a **wildfire** is spreading in the forest in the U.S.A.

Dina : Oh no! Is it close to the mountains?

Mazen : Yes, and it **spreads** quickly because it's dry there, and the winds are so strong. Sadly, many trees **burned** down, and animals lost their homes.

Dina : What a pity! Let's learn more about how we can stay safe and help our planet.

5 Answer the following questions about the text.

1. What happened in Mazen and Dina's city last week?

....

2. How did the flood affect Mazen's uncle?

....

3. Why can't farmers grow food in the US?

....

4. What can Mazen and Dina do to help the planet?

....

6 Read, think, and match.

1 A wildfire ...	a. children are afraid of the lightning.
2 In a thunderstorm, ...	b. is when there's too much water covering dry land.
3 A sandstorm ...	c. is a severe wind that carries sand and dust through the air making it hard to breathe.
4 A flood ...	d. burns through forests and homes.
5 In a heat wave, ...	e. happens when there is no rain for a long time.
6 A drought ...	f. the temperature is dangerously high for days.

7 Complete the word that describes the picture.

1. s..............................

2. f..............................

3. d..............................

Closing Activity

8 Look, read, and Complete

(Zoo - go - fine)

Omar: Hi Amr, How are you?
Amr: Hi Omar, I'm _______ .
Omar: Where did you _______?

Amr: I went to the _______ .

Lesson 2 Extreme Weather in Ancient Egypt

Group Work Activity

1 In groups, answer the following questions:

Choose the correct answer

1. (This - These) is my book.
2. These (is - are) my friends.
3. (Those - That) are their my cups.
4. That (are - is) his horse.

Pair Work Work with your classmates.

2 Look and answer.

Do you think the weather was different in Ancient Egypt?

3 Read the text.

The Weather in Ancient Egypt

Ancient Egypt had **weather** that made farming possible, even in the desert. The Nile River gave water and rich soil, which helped crops grow. But sometimes, the weather also brought problems like floods, droughts, and sandstorms.

Floods: The Nile River **flooded** every year. The water brought **rich soil** to the land, which helped crops grow. But sometimes, the floods were too strong and **damaged** farms. **To stop this,** the Ancient Egyptians built canals and **basins** to control the water and spread it over their fields.

Droughts: **Droughts** happened when there was **not enough rain**. The Nile's water became low, and the **land became dry**. Crops could not grow. **To solve this**, the Ancient Egyptians made irrigation systems to bring water to their fields.

Sandstorms: **Sandstorms**, called *Khamsin*, brought **strong, hot winds with sand**. It was **hard to see and breathe**. People stayed inside to stay safe. **They built their homes with thick mud bricks** to protect themselves from the wind and sand.

The Ancient Egyptians didn't have modern machines, but they found **smart** ways to survive. **They worked hard,** used simple tools, and protected themselves from heat, sand, and floods.

Language in use

Past Simple

We use the past simple to talk about finished actions or events in the past.

Example: In Ancient Egypt, the Nile River **flooded** every year.

We use "didn't" + the infinitive form of the verb to make negative sentences in the past simple.

Example: The Ancient Egyptians **didn't have** modern tools to help them.

But with verb "to be", we put "not" *after* "was/were".

Example: Droughts happened when there **was not** enough rain.

We use "Did ...?" or "Wh-word + did ...?" + the infinitive form of the verb to make the question form.

Example: **What did** the Ancient Egyptians **do** when the river flooded?

But with verb "to be", we use "Was/Were ...?" or "Wh-word + was/were ...?".

Example: **Were** there sandstorms in the past?

4 Choose the correct answer from a, b, c or d.

1. The floods brought water and .... to the land.
   a. sand b. rich soil c. rocks d. heat
2. Droughts made the Nile's water ....
   a. soil b. spread c. high d. low
3. The .... protected the Ancient Egyptians from sandstorms.
   a. mud bricks b. wood c. pyramids d. metal
4. The Ancient Egyptians found smart ways to ....
   a. damage b. breathe c. grow d. survive

5 Read and write the correct form of the word(s) between brackets.

1. They .... **(visit)** the zoo last weekend.
2. I .... **(am)** so excited about my trip two days ago.
3. .... **(Do)** the teacher give us homework last Monday?
4. Why didn't you .... **(went)** to school yesterday?

6 Re-write the following sentences in the negative form.

1. Malik watched TV early last night. ....
2. She saw a nice animal yesterday. ....
3. They were at the club a week ago. ....

Closing Activity

7 Write about a place in Egypt you visited or want to visit . Use adjectives and past simple.

«I want to visit .... because .... »

Pronunciation

Group Work Activity

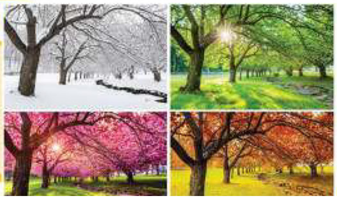
1 Circle the odd word out

1. farmer - fisherman - doctor - happy
2.sad - tired - scared - milk
3.saw - started - played - watched

Pair Work Work with your classmates.

2 Look at the pictures and answer.

How do changes in weather affect our daily lives?



3 Read and learn.

A vowel digraph is when two vowels appear together and make just one sound.

Examples:

leap: in "leap," the 'ea' makes the long 'e' sound.
flood: In "flood," the 'oo' makes a short 'u' sound.
boat: In "boat," the 'oa' makes a long 'o' sound.

4 Listen and circle the words with vowel digraphs.

read cup thumb book hot goat
feet well hear foot frog

5 Circle the vowel diagraph in the following sentences.

1. I like to eat green peas.
2. We read two books last week.
3. The gazelle leaped over the small stream.
4. The heavy flood covered the roads.

6 Fill in the blanks.

meet - boat - weak - floods

1. The .... sailed across the lake.
2. It's nice to .... my teacher at the break.
3. The .... made the plants ....

Closing Activity

7 Circle the odd sound out

1. face - gate - cube
2. headed - watched - washed
3. goat - boat - cup

Lesson 4

Writing

Once Upon My Imagination

Group Work Activity

1 **Rearrange the words to make ciorrect sentences**

1. the - Omar - went -party . -to
2. Doctors - sick - help - people.
3. two - books. - We - read

Pair Work Work with your classmates.

2 **Look and write.**

1
....

2
....

3
....

4
....

5
....

6
....

3 **Think and answer.**

Do you think gentle whispers might change things?

Lily 's flowers get sunshine!

Once upon a time, in a cozy little house, lived a girl named Lily. One sunny morning, Lily looked out her window and saw something strange. Big, fluffy clouds were floating **upside down!** "Oh no!" she cried. "How will my flowers get sunshine if the clouds are upside down?"

Lily thought hard. She remembered her grandma saying that sometimes, a gentle **whisper** could fix things. So, Lily opened her window and whispered, "Please, dear clouds, turn **right side up!**"

Slowly and magically, the clouds began to **flip**. One by one, they turned over, showing their bright, sunny sides. Lily **clapped** her hands with joy. The sun shone brightly, and the flowers smiled.

Lily knew that even big problems could be solved with a little bit of **kindness** and a gentle whisper.

Fiction

Fiction story is a made-up story created from the imagination, not based on real things that happened.

Plot

Beginning	–Meet the characters and setting
Problem	–Something goes wrong
Middle	–The character tries to fix it
Climax	–The most exciting part
Ending	–The problem is solved

Title: ....

Beginning: (Introducing Ziad and the setting)

One day, a boy named Ziad found something strange near his house. ....

....

....

Problem: (Describe the problem or challenge)

But then, something unexpected happened that changed everything. ....

....

....

Middle: (Write what Ziad tried to do)

Ziad tried different ways to fix it, but nothing seemed to work at first. ....

....

....

Climax: (Make up something exciting) *What happened????*

Just when it seemed impossible, something big happened. ....

....

....

Ending: (What did Ziad learn in the end?)

In the end, Ziad learned that ....

....

Closing Activity

4 Re-order the following sentences to make a story

1. I get up at 6 o'clock. (----)
2. I play with my friends after school.(----)
3. I have my breakfast at 7 o'clock.. (---------)
4. I go to school at 8 o'clock..(------)

Lesson 5 Think and Create

A Collage

1 Read below to make your own collage.

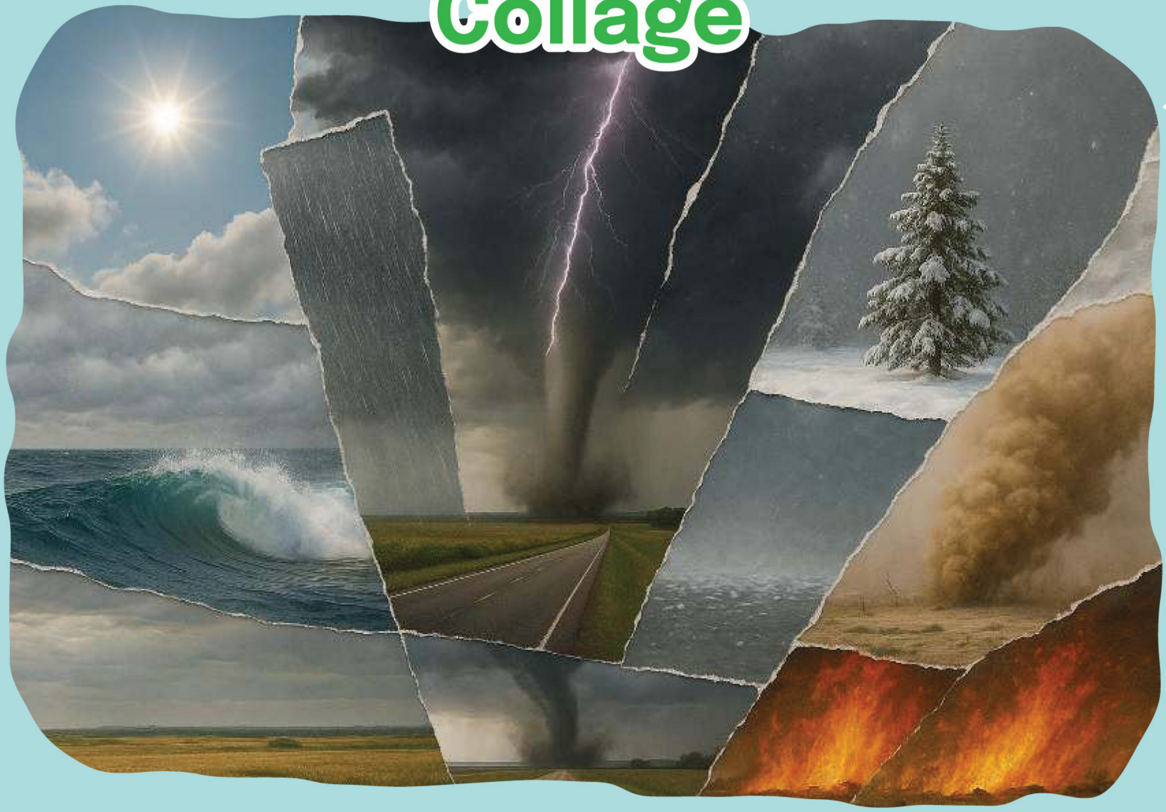
First

Find and cut out photos of many different weather conditions.

Then

Glue them together. (the pictures are allowed to overlap)

Collage



2 Now, make your own *collage* about "Nature's Different Moods".

Ask a Friend

1. What do you think of my collage?
2. Which picture or part do you like the most? Why?
3. What is one thing you would add or change?

Review 1

1 Choose the correct answer from a, b, c or d.

1. The .... systems brought water to crops in Ancient Egypt.
   a. mud brick b. sandstorm c. irrigation d. wind
2. Exercising and sleeping enough are good for our ....
   a. mental health b. snack c. medicine d. knowledge
3. Some animals, like crocodiles, ... to get food.
   a. play b. keep c. sail d. hunt
4. I saw a deep .... that was full of water last week.
   a. tool b. well c. frog d. sun

2 Listen and fill in the missing letters.

1

– – uck

2

– – ag

3

br – – d

4

– – ant

3 Read and write the correct form of the word(s) between brackets.

1. Adel eats .... (a) apple every day.
2. I don't go to the club. I .... (always) go there.
3. My sister didn't .... (went) to the bakery shop yesterday.
4. Hala .... (never) plays tennis. She likes playing it.
5. I didn't buy .... (some) toys today.
6. .... (Was) you at school last week?

4 Re-write the sentences using the instructions between brackets.

1. He doesn't watch TV at night. (use "never")

....

2. I drank some milk yesterday. (change to a negative statement)

....

3. Yes, there was a new city built in Egypt last year. (change to a question)

....

4. He never sleeps early. (use "always")

....

5. Bananas are not good for my health. (change to a positive statement)

....

5 Write a fiction story of about (30-40) words about an impossible thing.

I imagine ....

....

....

....

....

Unit 5 The Talking Earth

By: Jean Craighead George

Learning Outcomes

Speaking

- Ask and answer questions about the story

Writing

- Rewrite the story from the heroine's perspective, demonstrating comprehension, and creative narrative skills

Reading

- Answer comprehension questions about the story
- Analyze the elements of the story
- Answer critical thinking questions about the story

Story Vocabulary

canoe

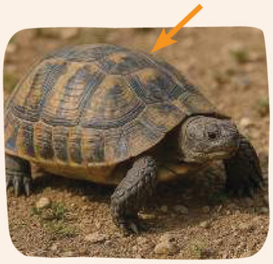
The Earth

Everglades

alligator

owl

National Park


shell

scientist

swamp

splash

Definitions

native	the first person who lived in a place
tribe	a group of people who live together and share the same language, culture, and history
elders	older people who are wise and respected
shelter	a safe place that protects someone from bad weather or danger
survive	to stay alive, especially in dangerous situations
attack	to try to hurt someone
struggle	to have a hard time doing something
wisdom	using what you know to make good choices
disappointed	feeling sad because something didn't happen as expected
hoot	the sound an owl makes
the wild	a place in nature where animals and plants live freely
pack	put things together to carry or take with you
swamp	wet, muddy area of land that has a lot of water, trees, and plants

Characters

Billie Wind

Billie's family

The elders

Billie Wind was a young Native American girl who lived in Florida. She loved science and dreamed of becoming a **scientist** when she grew up. But her family believed that the **Earth** could "talk" and share wisdom with those who listened to it. They said the wind, the water, and the animals all had something to teach. Billie did not believe this. She thought these were just old stories with no real meaning.

One day, Billie Wind told the elders of her tribe that she did not believe that the Earth could talk. The elders were **disappointed**. They told Billie that if she did not believe what they said, then she should go into the **Everglades National Park** alone and listen to the Earth. Only then would she understand. Billie did not want to go, but she had no choice. She packed her **canoe** and went into the Everglades, not sure what she might find.

At first, Billie struggled to **survive** in the Everglades. She had no shelter, no food, and no one to help her. The **swamp** was full of strange sounds, and she felt afraid. At night, she heard **alligators splashing** in the water and owls **hooting** in the trees. She wished she was back home, safe and warm. But slowly, she started to pay attention to the world around her.

She watched the animals closely and saw how they **survived**. The **alligators** waited patiently for their food instead of wasting energy. The **turtles** hid in their **shells** when danger was near. The birds warned each other when an animal came to **attack**. Billie realized that nature had its own way of teaching. She learned how to catch fish, make a fire, and find shelter, just like the animals did.

After many days in **the wild**, Billie Wind was no longer afraid. She learned how to survive, but more importantly, she learned how to listen. The Earth did talk, not with words, but through the sounds of the wind, the movements of animals, and the changes in the land. Everything in nature was connected, and if people did not take care of it, the balance would be broken.

Story

Characters

1 Look, read, and match.

1

2

3

(a) Billie's family (b) The elders (c) Billie Wind

2 Read the descriptions. Then, write the correct character.

1. They believed that the Earth could talk and share wisdom.

....

2. She learned how to catch fish, make a fire, and find shelter.

....

3. They told Billie to go into the Everglades National Park alone and listen to the Earth.

....

3 Crack the code to find the hidden message.

Have Fun!

CODE BREAKER!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

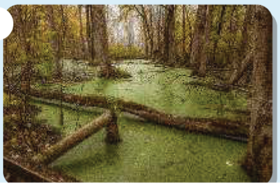
Hidden Message: 9 16 18 15 13 9 19 5 20 15 11 5 5 16 13 25 19 3 8 15 15 12 3 12 5 1 14

....

Think What do you think would happen if Billie didn't go to the Everglades?

Vocabulary

4 Look and write.

1

....

2

....

3

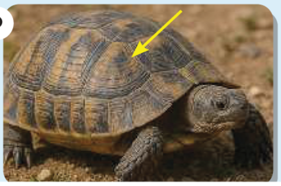
....

4

....

5

....

6

....

5 Choose the correct answer from a, b, c or d.

1. Billie loved science and dreamed of becoming a .... when she grew up.
   a. driver **b.** scientist **c.** firefighter **d.** police officer
2. Billie saw some .... hooting in the trees.
   a. turtles **b.** dogs **c.** alligators **d.** owls
3. The turtles hid in their .... when danger was near.
   a. seas **b.** lakes **c.** shells **d.** plants
4. Billie had no shelter in the Everglades, so she struggled to ....
   a. survive **b.** pack **c.** teach **d.** attack

6 Read and complete the text using the words in the box.

hooting - swamp - shells

Billie packed her canoe to go into the Everglades. The (1).............................. was full of strange sounds. At night, she heard alligators splashing in the water and owls (2).............................. in the trees. The turtles hid in their (3).............................. when danger was near. The birds warned each other when an animal came to attack. Billie realized that nature had its own way of teaching.

Events

7 Read and put the events in order.

- Billie felt afraid when she first stayed alone in the Everglades.
- Billie went to the Everglades to listen to the Earth, as the elders told her.
- Billie learned how to survive by watching the animals and learned how to catch fish and make fire.
- ~~Billie told the elders that she didn't believe that the Earth could talk.~~
- Billie started to listen to the world around her and pay attention to nature.
- Billie realized that the Earth talks through nature, like the wind and animals, not with words.

1. Billie told the elders that she didn't believe that the Earth could talk.
2. ....
3. ....
4. ....
5. ....
6. ....

8 Read and write T (True) or F (False).

1. Billie Wind was a young Egyptian girl. ( )
2. Billie dreamed of becoming a scientist. ( )
3. At first, Billie didn't believe that the Earth could talk. ( )
4. Billie heard hippos splashing in the water at night. ( )
5. Turtles hid in their shells when danger was near. ( )
6. Billie didn't learn anything at the end of her journey. ( )
7. Everything in nature was connected. ( )
8. Billie went to the desert to listen to the Earth. ( )

9 Read and number the pictures.

1 Billie saw alligators, turtles, and birds and learned how they survive.

2 Billie's family believed that the wind, the water, and the animals all had something to teach.

3 The swamp was full of strange sounds, and Billie wished she was back home.

4 Billie learned how to catch fish and make a fire.

10 Answer questions about the story.

1. Where did Billie Wind live?

....

2. How did Billie feel when she was alone in the Everglades?

....

3. What lesson did Billie learn from nature?

....

4. Why did the elders send Billie into the Everglades?

....

11 Read and complete the summary with the words in the box.

catch - elders - Earth - Everglades - alligators

Billie Wind was a young Native American girl who loved science. She did not believe that the Earth could "talk" like the (1)........................ said. To prove her wrong, they sent her to the (2)........................ alone. At first, Billie struggled, but she learned from the animals. She heard (3)........................ splashing in the water. In the end, Billie realized that the (4)........................ did talk in a different way. She learned how to (5)........................ fish and make fire like the animals.

12 Read and number.

1 Beginning	2 Middle	3 End
a Billie went into the Everglades alone. At first, she was scared, but then she watched the animals and learned how they survive. ◯	b Billie understood that nature could talk through the wind, animals, and nature. ◯	c Billie didn't believe that the Earth could talk. She thought it was just an old story, but her family believed it was true. ◯

13 Imagine that you are Billie. Write about your journey in the Everglades.

....

....

....

....

....

....

Review 2

1 Choose the correct answer from a, b, c, or d.

1. Children like to play sports at the ....
   a. bakery **b.** club **c.** restaurant **d.** supermarket
2. Farmers plant food in the ....
   a. main square **b.** barn **c.** cottage **d.** field

2 Read and write the correct form of the word(s) between brackets.

1. Adam eats bread .... **(in)** dinnertime.
2. I always go to the park .... **(on)** the afternoons.

3 Look and write using the word between brackets.

1

He went to the club .... **(March 17th)**

2

.... **(more than)**

4 Read the text and answer the questions.

Extreme weather is very different from the usual weather we see every day. It can be much stronger and more dangerous. Examples of extreme weather include heavy storms, hot heat waves, strong sandstorms, big floods, and long droughts. These weather events can damage houses, roads, and farms. People and animals may suffer when extreme weather happens. That's why it's important to learn about these events and how to stay safe during them. They can happen anywhere in the world.

A. Choose the correct answer from a, b, c or d:

1. Extreme weather can .... homes and farms.

   a. help **b.** damage **c.** live **d.** stay

2. The underlined word "**droughts**" means a long time without ....

   a. food **b.** home **c.** rain **d.** air

B. Answer the following questions:

3. What is extreme weather?

   ....

4. List two types of extreme weather mentioned in the text.

   ....

5. Summarize the text in one sentence.

   ....

5 Write a fiction story of about (30-40) words about an impossible thing.

I imagine ....

....

....

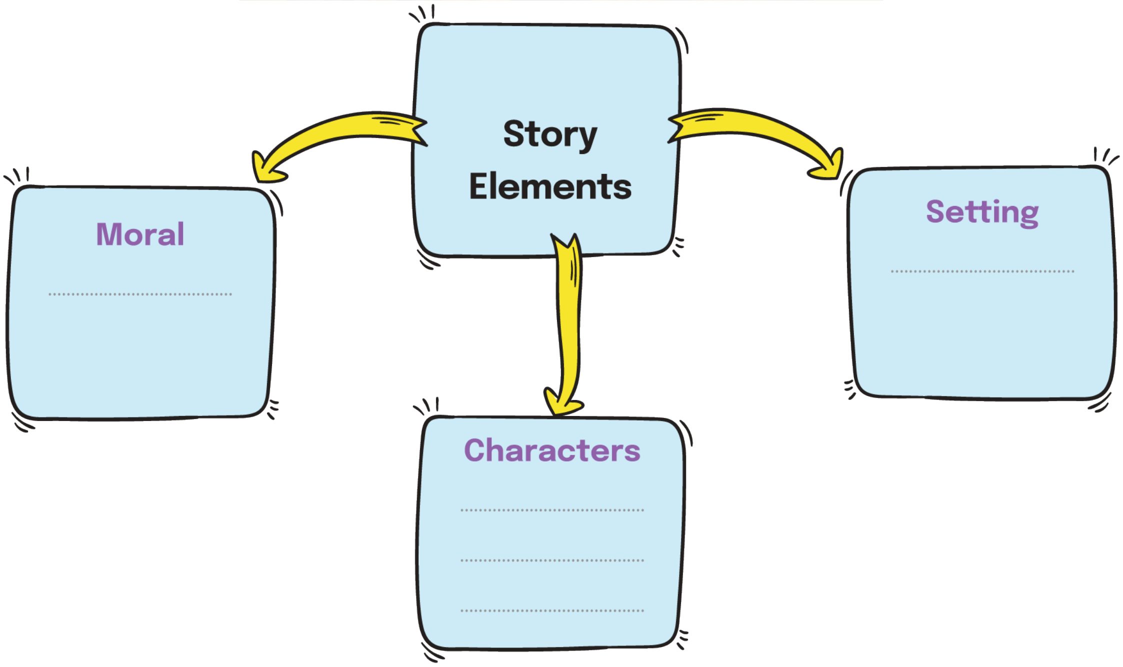
....

....

....

....

6 Look and complete the mind map.



7 Write a new ending for the story.

Billie didn't go to the Everglades. ....

....

....

....

....

English

Primary 5 - Term 1

Academic Year: 2025/2026

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Editorial Note

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